

Art Progression of Skills

Unit names in Red

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Drawing <i>Make your mark</i> Painting and mixed-media <i>Colour splash</i> Sculpture and 3D <i>Paper play</i>	Painting and mixed-media <i>Life in colour</i> Sculpture and 3D <i>Clay houses</i> Craft and design <i>Map it out</i>	Drawing <i>Growing artists</i> Sculpture and 3D <i>Abstract shape and space</i> Craft and design <i>Ancient Egyptian scrolls</i>	Painting and mixed media: Light and dark Sculpture & 3D: Mega materials Craft and design: Fabric of nature	Sculpture and 3D: Interactive installation Drawing: I need space Painting and mixed media: Portraits	Craft and design: Photo opportunity Drawing: Make my voice heard Sculpture and 3D: Making memories
<b>Generating Ideas</b>		Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Using Sketch books</b>		Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making Skills (including</b>		Develop some control when using a wide	Further demonstrate increased control with a	Confidently use a range of materials and tools, selecting and using these	Generate ideas from a range of stimuli, using research and	Work with a range of media with control in different ways	Create expressively in their own personal style and

<p><b>formal elements)</b></p>		<p>range of tools to draw, paint and create crafts and sculptures.                  Make choices about which materials to use to create an effect.                  Explore and analyse a wider variety of ways to join and fix materials in place.                  Develop observational skills to look closely and reflect surface texture.                  Colour: Know that the primary colours are red, yellow and blue.                  Colour: Know primary colours can be mixed to make secondary colours:                  ● Red + yellow = orange                  ● Yellow + blue = green                  ● Blue + red = purple</p>	<p>greater range of media.                  Make choices about which materials and techniques to use to create an effect.                  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.                  Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.                  Colour: Different amounts of paint and water can be used to mix hues of</p>	<p>appropriately with more independence.                  Use hands and tools confidently to cut, shape and join materials for a purpose.                  Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.                  Colour: Using light and dark colours next to each other creates contrast.                  Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.                  Form: Three dimensional forms are either organic (natural) or geometric (mathematical</p>	<p>evaluation of techniques to develop their ideas and plan more purposefully for an outcome.                  Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.                  Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.                  Use growing knowledge of different materials, combining media for effect.                  Use more complex techniques to shape and join materials, such as carving and modelling wire.                  Apply observational skills, showing a greater</p>	<p>to achieve different effects, including experimenting with the techniques used by other artists.                  Combine a wider range of media, eg photography and digital art effects.                  Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.  <b>Colour:</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.  <b>Form:</b> An art installation is often a room or environment in which the viewer 'experiences' the art all</p>	<p>in response to their choice of stimulus, showing the ability to develop artwork independently.                  Combine materials and techniques appropriately to fit with ideas.                  Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.  <b>Colour:</b> A 'monochromatic' artwork uses tints and shades of just one colour.  <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
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		<p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know a range of 2D shapes and confidently draw these. Shape: Know paper can be shaped by cutting and folding it. Line: Know that drawing tools can be used in a variety of ways to create different lines. Line: Know lines can represent movement in drawings. Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Collage materials can be shaped to represent shapes in an image. Shape: Shapes can be organic</p>	<p>shapes, like a cube). Form: Organic forms can be abstract. Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract art. Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be</p>	<p>awareness of composition and demonstrating the beginnings of an individual style. Colour: Adding black to a colour creates a shade. Colour: PAdding white to a colour creates a tint. Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. Form: The size and scale of three-dimensional artwork changes the effect of the piece. Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Form: Simple 3D forms can be made by creating</p>	<p>around them. Form: The size and scale of three-dimensional artwork changes the effect of the piece. Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Texture: How to create texture on different materials. Tone: Tone can help show the</p>	<p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. Texture: Applying</p>
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		<p>Texture: Know that texture means 'what something feels like'. Texture: Know different marks can be used to represent the textures of objects. Texture: Know different drawing tools make different marks. Tone: That there are many different shades (or 'hues') of the same colour. Tone: Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p><b>Drawing: Making your mark</b></p> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>● That a continuous line drawing is a drawing with one unbroken line.</li> </ul>	<p>(natural) and irregular. Shape: Patterns can be made using shapes.</p> <p>Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures.</p> <p>Texture: Collage materials can be overlapped and overlaid to add texture.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Texture: Painting tools can create</p>	<p>made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Shading helps make drawn objects look realistic. Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p><b>Drawing Growing artists</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>● Use shapes identified within in objects as a method to draw.</li> <li>● Create tone by shading.</li> </ul>	<p>layers, by folding and rolling materials. <b>Shape:</b> How to use basic shapes to form more complex shapes and patterns. <b>Line:</b> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. <b>Pattern:</b> Patterns can be irregular, and change in ways you wouldn't expect. <b>Pattern:</b> The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. <b>Texture:</b> How to use texture more purposely to achieve a specific effect or to replicate a natural</p>	<p>foreground and background in an artwork.</p> <p><b>Sculpture and 3D: Interactive Installation</b></p> <p>Pupils know how to: Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive.</p>	<p>thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. <b>Tone:</b> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p><b>Craft and design: Photo opportunity</b></p> <p>Pupils know: How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life.</p> <p>Pupils know how to: Create a photomontage. Create artwork for a design brief.</p>
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		<p><b>Painting and mixed media: colour splash</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>● Combine primary coloured materials to make secondary colours.</li> <li>● Mix secondary colours in paint.</li> <li>● Choose suitable sized paint brushes.</li> <li>● Clean a paintbrush to change colours.</li> <li>● Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>● Overlap paint to mix new colours.</li> <li>● Use blowing to create a paint effect.</li> <li>● Make a paint colour darker or lighter (creating shades) in different ways eg. adding</li> </ul>	<p>to use in a collage.</p> <ul style="list-style-type: none"> <li>● Choose and shape collage materials eg cutting, tearing.</li> <li>● Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>● Add painted detail to a collage to enhance/improve it.</li> </ul> <p><b>Sculpture and 3D Clay houses</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>● Smooth and flatten clay.</li> <li>● Roll clay into a cylinder or ball.</li> <li>● Make different surface marks in clay.</li> <li>● Make a clay pinch pot.</li> </ul>	<p>gives 3D shapes stability.</p> <ul style="list-style-type: none"> <li>● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>● Identify and draw negative spaces.</li> <li>● Plan a sculpture by drawing.</li> <li>● Choose materials to scale up an idea.</li> <li>● Create different joins in card eg. slot, tabs, wrapping.</li> <li>● Add surface detail to a sculpture using colour or texture.</li> <li>● Display sculpture.</li> </ul> <p><b>Craft and design Ancient Egyptian scrolls</b></p> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>● That layering materials in opposite directions make the handmade paper stronger.</li> </ul>	<p>life composition.</p> <p>Plan a painting by drawing first.</p> <p>Organise painting equipment independently, making choices about tools and materials.</p> <p><b>Sculpture &amp; 3D: Mega materials</b></p> <p>Pupils know:</p> <p>How different tools can be used to create different sculptural effects and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</p> <p>Pupils know how to:</p> <p>Use their arm to draw 3D objects on a large scale.</p> <p>Sculpt soap from a drawn design.</p> <p>Smooth the</p>	<p>Decide what materials and tools to use based on experience and knowledge.</p> <p><b>Painting and mixed media: Portraits</b></p> <p>Pupils know how to:</p> <p>Develop a drawing into a painting.</p> <p>Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto.</p> <p>Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>Adapt an image</p>	<p>make.</p> <p>To know the effects created when drawing into different surfaces</p> <p>Pupils know how to:</p> <p>Use symbolism as a way to create imagery.</p> <p>Combine imagery into unique compositions.</p> <p>Achieve the tonal technique called chiaroscuro.</p> <p>Make handmade tools to draw with.</p> <p>Use charcoal to create chiaroscuro effects.</p> <p><b>Sculpture and 3D: Making memories</b></p> <p>Pupils know how to:</p> <p>Translate a 2D image into a 3D form.</p> <p>Manipulate cardboard to create 3D</p>
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		<p>water, adding a lighter colour.</p> <p><b>Sculpture and 3D: Paper Play</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>● Roll and fold paper.</li> <li>● Cut shapes from paper and card.</li> <li>● Cut and glue paper to make 3D structures.</li> <li>● Decide the best way to glue something.</li> <li>● Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>● Make larger structures using newspaper rolls.</li> </ul>	<ul style="list-style-type: none"> <li>● Mix clay slip using clay and water.</li> <li>● Join two clay pieces using slip.</li> <li>● Make a relief clay sculpture.</li> <li>● Use hands in different ways as a tool to manipulate clay.</li> <li>● Use clay tools to score clay.</li> </ul> <p><b>Craft and design Map it out</b></p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>● Draw a map to illustrate a journey.</li> <li>● Separate wool fibres ready to make felt.</li> <li>● Lay wool fibres in opposite directions to make felt.</li> <li>● Roll and squeeze the felt to make the</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>● Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>● Construct a new paper material using paper, water and glue</li> <li>● Use symbols to reflect both literal and figurative ideas.</li> <li>● Produce and select an effective final design.</li> <li>● Make a scroll.</li> <li>● Make a zine.</li> <li>● Use a zine to present information.</li> </ul>	<p>surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective.</p> <p><b>Craft and design: Fabric of nature</b></p> <p>Pupils know: That a mood</p>	<p>to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.</p>	<p>forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.</p>
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		<p>fibres stick together.</p> <ul style="list-style-type: none"> <li>● Add details to felt by twisting small amounts of wool.</li> <li>● Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>● Overlap cellophane/tissue to create new colours.</li> <li>● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>● Apply paint or ink using a printing roller.</li> <li>● Smooth a printing tile evenly to transfer an image.</li> <li>● Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul>		<p>board is a visual collection which aims to convey a general feeling or idea.</p> <p>That batik is a traditional fabric decoration technique that uses hot wax.</p> <p>Pupils know how to:</p> <p>Select imagery and use as inspiration for a design project.</p> <p>To know how to make a mood board.</p> <p>Recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>Draw small sections of one image to focus on colours and texture.</p> <p>Develop observational drawings into shapes and pattern for design.</p>		
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					<p>Transfer a design using a tracing method.                  Make a repeating pattern tile using cut and torn paper shapes.                  Use glue as an alternative batik technique to create patterns on fabric.                  Use materials, like glue, in different ways depending on the desired effect.                  Paint on fabric.                  Wash fabric to remove glue to finish a decorative fabric piece.</p>		
<b>Knowledge of artists</b>		<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.                  Create work from a brief,</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using</p>	<p>Use subject vocabulary confidently to describe and compare creative works.                  Understand how artists use art to convey messages through the</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural</p>

		<p>Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p>	<p>understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Illustrators use drawn lines to</p>	<p>their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p> <p>Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.</p>	<p>choices they make. Work as a professional designer does, by collating ideas to generate a theme. Art can communicate powerful statements about right and wrong. Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it. Artists can choose particular materials to communicate a message. Artists choose what to include in a composition, considering both what looks good together and any message they want</p>	<p>influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. Artists are influenced by what is going on around them; for example culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists use self-portraits to represent important things about</p>	<p>and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artist's</p>
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			<p>show how characters feel. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p>	<p>Artists make decisions about how their work will be displayed.</p>	<p>to communicate. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p>	<p>themselves. Artists create works that make us question our beliefs. Visual designs can represent big ideas like harmony with nature or peace. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example digital imagery with paint or print. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p>	<p>work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks</p>
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							<p>to try out ideas; this can lead to new techniques being developed.</p> <p>Artists can make work by collecting and combining ready-made objects to create 'assemblage'</p> <p>Artforms are always evolving as materials and techniques change over time.</p>
<b>Evaluating and Analysis</b>		<p>Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how</p>	<p>Artists make work to explore right and wrong and to communicate their own beliefs.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider</p>

		<p>An artist is someone who creates.</p>	<p>could improve their own work. Talk about how art is made. People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>	<p>artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work. Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People make art for fun, and to make the world a nicer place to be. People use art to help explain or teach things. People make art to explore big ideas, like death or nature. People can have their own opinions about art, and</p>	<p>work. Artists evaluate what they make and talking about art is one way to do this.</p>	<p>knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. Art, craft and design can be functional and affect human environment and experiences. People make art to express emotion. People make art to encourage others to question their</p>	<p>why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Art can be a digital art form, like photography. Sometimes people make art to express their views and opinions, which</p>
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				<p>sometimes disagree. One artwork can have several meanings.</p>		<p>ideas or beliefs. People make art to portray ideas about identity. People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>can be political or topical. Sometime people make art to create reactions. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.</p>
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						Comparing artworks can help people understand them better.	
						Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	
						<b>Colour:</b> Adding black to a colour creates a shade.	
						<b>Colour:</b> Adding white to a colour creates a tint.	